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# Cataloging as a Tool for Outreach - Bringing Campus Collections Together

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# Cataloging as a Tool for Outreach

## Bringing Campus Collections Together

Clemson University Libraries

Tillman Education Media Center Cataloging Project



# Tillman Hall

## Home of the Eugene T. Moore School of Education



Photo by Bobby Hollandsworth

# The Beginning

- Proposed by graduate assistant in charge of Tillman Hall Media Center. She was a librarian and saw the importance of cataloging and classifying the collection to make it more accessible.
- Some facts about the collection:
  - Monographs: 12,022
  - Periodicals: 40 titles
  - Media: 639
  - Games, realia, and manipulables: 1,143
  - Rich in textbook materials; also a review point for new textbooks being considered by the local schools.



# The Beginning

- Planning meeting with Unit Heads of Systems, Circulation, Reference and Cataloging, Dec. 2006
  - Major factor: an open, currently circulating collection
    - Could not bring items to the library to catalog
  - Using a database/library system called Alexandria
    - Database structure did not allow for detailed cataloging information
    - Existing data was not very useful; materials were classified roughly by subject area (ENG, SCI, HIST, for example)

# So why do the project?

- Good way to leverage the skills of catalogers
- Special expertise to offer in educational materials cataloging
- From my email to the unit, Feb. 2007:

“There are some benefits to this for the betterment of the University as a whole. Our catalog would be a broader and better resource for having done this. We would make a major contribution towards making this collection accessible to anyone who searches our catalog, particularly teachers and parents.”

# Planning

- Head of Cataloging wrote a proposal, which included:
  - Number of personnel projected to work
  - Equipment and workspace needs
  - Timeline
    - Based on a mathematical formula (no. of books cataloged by each person per hour x number of hours spent at center).

# Negotiating

- The Dean of Libraries met with the Director of the School of Education to hammer out the details:
  - We would provide the cataloging, if they agreed to make call number labels for the items
  - They would provide the workspace in Tillman and computers; we would provide barcode readers.
- An agreement was reached!



# Implementation

## And so it begins...

- Equipment provided by the School of Education
  - 4 MacBook laptops (with Windows and worked with the University's wireless network)
  - IT personnel from both the Libraries and School of Education worked together to get the III Millennium system client and OCLC installed on MacBooks
- Work space
  - Media Center staff set up a work area to accommodate 4 people
  - Worked with School of Education staff for our access to the facility from 7 am to 6 pm
- Orientation for staff, summer 2007
  - Staff meeting at the Media Center
    - See the work space
    - Meet Media Center employees
    - Q & A session about the project with staff

# Workspace @ Tillman Media Center



# Implementation

- Scheduling
  - Original plan was to have staff split their time 50/50 between the Media Center & Cooper Library each day
  - A staggered A/B schedule created where everyone worked an equivalent of 5 days over 2 weeks. This allowed us to accommodate employee preferences.

# Implementation

- Millennium system set-up
  - Location codes
  - Record templates for item and holdings records
  - Arranging for scoping of materials into a location specific scope
  - Resolving barcode problems
    - Tillman's barcode numbers were shorter than ours; the system accepts them but we get an error message

# Implementation

- Training
  - In using Macs, accessing Windows
  - For some staff: how to create an item record in Millennium. All items in the collection were already barcoded
  - Media Center staff were trained to use Millennium for creating spine labels



# Implementation

- General workflow
  - Materials were selected by Media Center staff and put on shelves for us to work on
  - Staff would pre-search in OCLC and load records
  - Staff would catalog if they could at the point of searching and loading records.
  - Problem records, added copies, and original cataloging were put aside for a supervisor

...The project begins...

# Monographs Cataloging



# Monographs Cataloging

- Search in the Millennium catalog for duplicate Cooper Library records
  - If record found, put piece on the “Add” shelves
  - Duplicate textbooks, workbooks, etc. placed on the “Review” shelf for Media Center staff
  - Damaged materials placed on the “review” shelf for Media Center staff
- Search in OCLC for records
  - Separate monographs requiring original cataloging
  - Separate monographs needing special attention (call number, subject headings, etc.)
- Catalog LC and non-DLC monographs
  - Juvenile fiction and non-fiction
  - Foreign language textbooks
  - Other types of textbooks (Science, History, Mathematics, etc.)
  - Add barcode and an item record
- Place cataloged monographs on a shelf for final processing

# Monographs Cataloging

- Bibliographic record troubleshooting
  - Call numbers, item records, holdings, and other bibliographic information needing review
- Add holdings information for multipart items and monographic sets (i.e. student workbooks)



# Serials and Adds





# Serials and Adds

- Planned division of labor
  - Original and copy cataloging – Serials Cataloger
  - Adds processing – Serials Assistant

# Serials

- Periodical-type serials
  - Gifts, not active subscriptions
  - Not to be bound
  - Barcode issues
  - Holdings records
  - Checkin cards

# Serials

- Book-like serials
  - Previously barcoded
  - Create holdings records with holdings statements



# Adds

- What are “adds”?
- Added copies/volumes of serials and monographs

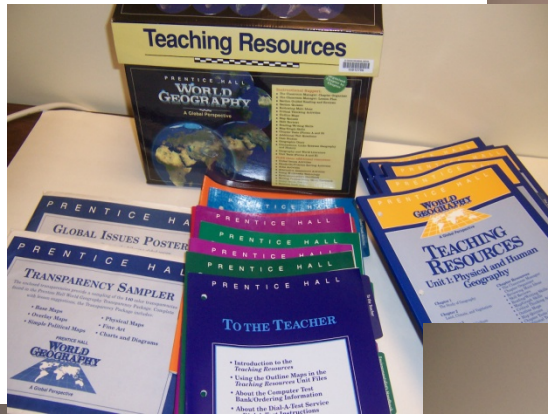


# Serials and adds

- Challenges
  - Little original/copy cataloging, many – many!! – adds; had to adjust division of labor
  - Many adds were state documents, requiring assignment of an LC call number
  - Sometimes “adds” are actually different editions, require cataloging



# Special Formats Cataloging



# Special formats in collection

- Piece counts originally reported by the Media Center:
  - 363 videos
  - 276 CD-ROMs
  - 1,143 kits and manipulatives
- 21 formats, 14 general material designations!

# Most frequently encountered

CD-ROM	261
VHS/DVD	228
Big book	142 (surprise)
Game	126
Kit	68
Realia	57
Score	47 (counted as monograph)
Map	14 (discovered)

# How the work was divided

- Special Formats Cataloger: initial work in each format; original cataloging (21% of total); other formats (54% work share)
- Special Formats Cataloging Technical Assistant: copy cataloging in three formats (videorecordings, CD-ROMs, big books) (46% work share)



# Order of “attack”

1. Video recordings: most familiar format, most frequently used (3 months)
2. CD-ROMs: next most familiar format (2 ½ months)
3. While assistant was working on videos and CD-ROMs, I explored the “attic”
4. When assistant finished CD-ROMs, I delegated big books to her (2 ½ months)
5. When assistant finished big books, she returned to customary duties
6. I continue, “mopping” up in the kits area



# Challenges encountered

- Age of some materials/condition
- Choices in OCLC (sometimes too many!)
- Completeness. Some isolated or misplaced items could be reunited with the rest of the resource

# Challenges encountered

- Classification/shelving of kits, etc.

What works for book-like media will not be as effective for irregular-sized resources. Yet to be addressed, but will probably be a combination of subject/theme/curriculum area and configuration of containers.

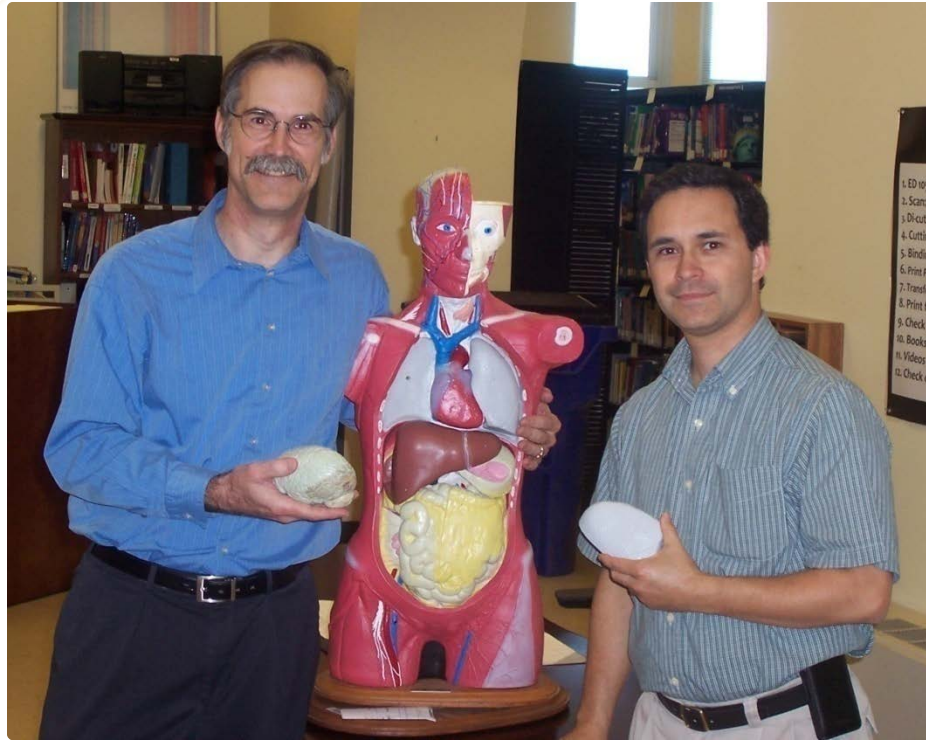
- Copyright of videos taped off-broadcast

Often donated, the fair-use time for these tapes had long expired. Work with media center personnel to understand and apply copyright law.

# Challenges encountered

- Whole/part dilemmas
  - Related to completeness. If we only have one of several units in hand, do we catalog the whole or the parts?
- Original cataloging--submit to OCLC or local only?

If the item lacked distinctiveness (lack of publisher, distributor, creator) or if resource was incomplete, entered record into local catalog only.



**Number of items  
cataloged to date:  
7808**

## Outcomes



# The Positives

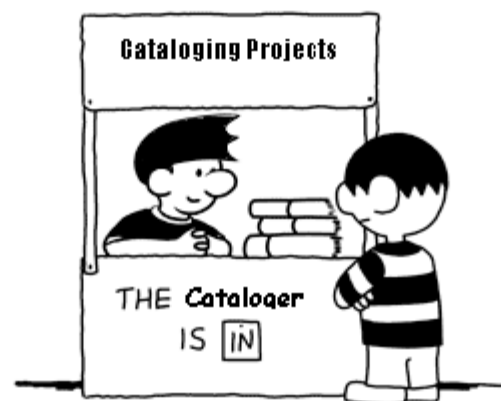
- Employees have been able to use their skills to catalog interesting materials. Includes name authority work for the NACO program
- It increased our visibility on campus and promoted a positive image of the library and its employees
  - We have had requests from 2 other academic departments/university units to work on their collections



# The Challenges

- Revolving leadership at the Media Center
  - We have had 3 different graduate assistants since the start of the project (and only one who was a librarian)
- A plan is just a plan; need to stay flexible
- Massive amount of material to catalog and the effect of an ongoing project on staff morale
- The “formula” used in setting up the timeline did not work as effectively as hoped, again, flexibility is essential

# The Final Verdict: It's worth doing!



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